

# 1.0 Percent Participation Justification Form 2018–19

The *Every Student Succeeds Act (ESSA)* requires each district and charter school to complete and submit a justification for test scores exceeding 1.0 percent of students assessed in a subject area (i.e., English Language Arts/Reading, Mathematics, and/or Science) with the NCEXTEND1 alternate assessment. Justifications from each district and charter school will be reviewed by the North Carolina Department of Public Instruction (NCDPI), and follow up actions will be determined based on the information found in the justification document. Staff from the Exceptional Children and Accountability Divisions in each district and charter school should collaborate to provide the following information on the justification document. Responses to Sections 1–4 and the designated signatures are required; it is optional to include additional information (see page 5). This justification document will be publicly posted. As such, the document **must not contain any personally identifiable information**. If necessary, additional pages may be attached to this form.

## Section 1: Contact Information

Enter contact information for the primary district/charter school staff member responsible for overseeing the completion of the justification form.

<b>3-Digit LEA/Charter Code:</b> 240
<b>Contact Name:</b> Jesse E. Beck, II
<b>Contact Phone No.:</b> 910-642-5168
<b>District/Charter Name:</b> Columbus County Schools
<b>Contact Title:</b> EC Director
<b>Contact E-Mail:</b> ebeck@columbus.k12.nc.us

## Section 2: Analyzing Contributing Factors

Did the Individualized Education Program (IEP) teams utilize the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart to make alternate assessment participation decisions?

☒ Yes ☐ No

Indicate how all members of the IEP teams have been informed or trained on the alternate assessment eligibility criteria and the North Carolina Alternate Assessment Decision Making Flow Chart. Check all that apply.

Training Method	School Administration	Special Education Staff	Parents	Related Service Staff
Face-to-face training	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Online training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Given copy of guidance documents	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
No training provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please explain below	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Other, please explain below:

Click or tap here to enter text.

Does the district or charter school identify students to participate in the alternate assessment that do not traditionally participate (i.e., Speech and Language Impairment, Specific Learning Disability, etc.)? If yes, please explain how the district determined these students meet the criteria for participation in the alternate assessment.

☐ Yes

☒ No

Explain below:

All students that participate in the alternate assessment process must meet the state eligibility criteria. Columbus County Schools follows the NC Testing Guidelines, provided by NCDPI, for determining the eligibility for participating in the alternate assessment. We verify the student has a current IEP, is enrolled in grades 3-8, 10, or 11 according to PowerSchool, the student is instructed using the North Carolina Extended Content Standards in all assessed content areas. The district follows the practice of placing students only the categories ID, AU, and MU on the alternate assessment.

Does the district or charter school provide a targeted program that may contribute to a higher enrollment of students with significant cognitive disabilities?

☐ Yes

☒ No

Explain below:

No, our district provides traditional programs for students with significant cognitive disabilities.

Does the district or charter school have a small overall student population that increased the likelihood of exceeding the 1.0 percent threshold?

☐ Yes

☒ No

Explain below:

No, our district serves approximately 5600 students. We are in an economically disadvantaged community which can result in an increase of students likely qualifying for the alternate assessment process. Our county is also ranked 96th in the overall healthiness of our county, unhealthy living is also a contributing factor of students qualifying for the alternate assessment.

### Section 3: Assurances

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Does the district or charter school have a process in place to monitor alternate assessment participation?

☒ Yes

☐ No

Explain below:

Yes, we monitor the alternate assessment participation process through EC compliance audits and reviews. The LEA representative also monitors alternate assessment participation through the IEP process. We use the testing and review of accommodation forms to ensure students are tested according to their individual needs.

Does the district or charter school have a process in place to identify and address disproportionality in alternate assessment participation (specifically, among race, gender, or socioeconomic status groups)?

☒ Yes

☐ No

Explain below:

Yes, we continuously monitor this process using the guidelines established for identifying students in need of an alternate assessment. Our EC Director and Compliance Specialist will continue to participate in and monitor the identification of students that are placed on the alternate curriculum and receive Extend I assessments. We also closely monitor initial eligibility and placement of students evaluated for the ID category.

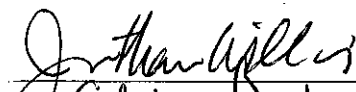
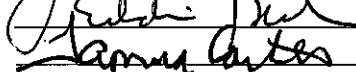
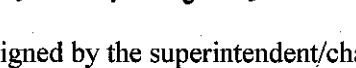
### Section 4: Resources and Technical Assistance

What resources and technical assistance does the district or charter school need from the North Carolina Department of Public Instruction to ensure that students are being assessed using the appropriate assessment?

We need training on the Extended Content Standards and training on how to use adaptive assessments in the determination of eligibility of ID students..

### Signatures

Superintendent/Charter School Director  
Exceptional Children Director/Coordinator  
LEA/Charter School Test Coordinator

Date

Date

Date

4/18/19  
4/18/19  
4/18/19

The completed justification form must be signed by the superintendent/charter school director, exceptional children's director/coordinator, and LEA/charter school testing coordinator. The form must be scanned and emailed to [alternateassessment@dpi.nc.gov](mailto:alternateassessment@dpi.nc.gov) by May 3, 2019.